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Students' Discipline Management in Strengthening Modern Human Resources

Mukhamad Ilyasin*LAIN Samarinda, Indonesia**Email: sinka.ilyasin2010@gmail.com*

Abstract

This research is aimed to describe how students' discipline management is applied in order to weakening human resources in 21st century. This research was conducted at three different Islamic schools called *madrasah* i.e. Madrasah Aliyah Negeri (MAN) Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser, East Kalimantan. In this case, *madrasah* principal, vice principal, classroom teachers, dormitory teachers, and students became participants in this research. In this case, the researcher observed and interviewed the subject in order to describe deeply regarding with the application of students' discipline management. The result shows that there are four discipline methods applied at MAN Makassar, MAN Batu, MAN Insan Cendekia Paser i.e. the art of distribution, the control of activity, the organization of geneses, and the composition of forces. Other than that, medium to create discipline atmosphere is also appeared from hierarchical observation, normalizing judgement, and examination. Future implication regarding with students' discipline management is also discussed in this research.

Keywords: behavior control, modern human resources, students' discipline management

A. Introduction

Discipline is an accurate control mechanism towards our body. Through discipline, our physics is trained to be ideal and skillful. Moreover, discipline is a repeat examination and correction in order to build dexterity character which automatically works in our physics (Bowdridge & Blenkinsop, 2011). In addition, discipline increases our skills, power, and physically functions as well as driving our body to the essence of being useful for other creatures and follow every rule set. In other words, not only to increase physical health and power,

discipline can also make people be conquered. According to Steinert (1983), Foucault said that someone cannot be insisted to be discipline by another person, but it should appear from inside of personality. Being a discipline personality, does not mean we have to be “a slave” and do whatever other people ask us to do, but it is aimed to develop how individuals can have control towards themselves.

If we track back to the history of how discipline appeared in this world, it is believed to be an “art” of training human physics and mental to develop submissive skill and making relation. In terms of building the relation mechanism, our body is drove to be more submissive characteristic. And become more useful person (Capel, 1989). This definition is well-known as political anatomy as well as power mechanism. From above process, at the end, people can be born as modern human. Students’ discipline management is a process which is done in purpose and well-planned to create a conducive learning process in order to achieve learning objective. This kind of management should be arranged in terms of planning, organizing, implementing, and controlling by using human resources to gain organization goals (Daroni, Solihat, & Salim, 2018). Moreover, the goal of students’ discipline management is to build noble and positive characters for students, and this goal can be achieved though the application of students’ discipline program and strengthening modern human resources (Daroni et al., 2018).

To the more specific discussion about modern society, this type of society commonly has culture values oriented which are relevant to current civilization. Generally, modern society live in urban area so that they are well-known as urban society. One of characteristics of modern society in the relation among human being is based on individual interest and strong believe towards knowledge and technology as the bridge to increase society’s welfare. In order to optimize and maximize the development of modern society, formal and informal education play important roles in improving the quality of students. A formal education what so called by *madrrasah* is one of Islamic education institutions which functioned is to build students’ characters in order to create a dignified nation (Na’imah, 2018). In line with Na’imah (2018), Islami (2016) pointed out that character building notifies whether certain country is a great nation.

As discipline is an urgent matter as explained above, many researchers have done a research regarding with discipline at school. In this case, Ajpru, Junprapas, & Choeisuwan (2014) investigated on how discipline can be improved by applying a set of activities to train students’ discipline. As a result, they found that discipline’s activities are proved to increase students’ leadership and military tradition. In line with Ajpru et al. (2014), Gorbunovs, Kapenieks, & Cakula (2016) also analyzed about students. In this case, self-discipline of students is primarily being observed in their research. They found that students can achieve the intended competence level by getting students involved in collaborative e-learning environment. Different with Gorbunovs et al. (2016) who analyzed about students’ self-discipline, Ismail, Rahim, & Yusoff (2013) described how external elements i.e. parents and teachers can help students to be discipline. In addition, Ismail et al. (2013) examined about how students’ discipline can be improved by involving parents and teachers based on the reason of there are still lack of research which investigated about Malaysian students’ discipline.

Specifically, studies which focus on students’ discipline is very important since there are cities which is considered to be one of cities with the most students’ indiscipline cases. Therefore, management from schools in order to drive students to become a discipline personality is a must to be done (Simatwa, 2012). If we are talking about school management,

we cannot leave aside the role of principal in supporting activities to make students have discipline character in their personality. As a research conducted by Belle (2018) where leadership management of principal is important to manage students' discipline. Not only the role of principal that can support students' discipline, teachers also play important part in discipline subject matter (Etyang & Okoth, 2018). In this case, teachers have direct influence towards students' discipline since they involve in school curriculum arrangement until the making of syllabus as well as the lesson plan that will be used every day teaching. The teachers certainly have high potential in providing materials which promote discipline such as information, examples, pictures, etc.

Other than that, another study about discipline comes from Sheen & Luximon (2015) where they assumed that textbooks content should contain discipline aspects. Specifically, textbook plays important part in the process of knowledge transferring since its existence will make teachers still in teaching corridor especially related to topics of lesson. What makes very urgent to highlight about the position of textbook in supporting an effort of driving students become a discipline character is the content provided. Therefore, authors of textbook used by formal institution necessarily impart to the presence of materials that can promote discipline to students as explanation of materials including pictures provided on the textbooks.

Seeing the importance of investigating about discipline it has been mentioned that support of performing discipline characteristic may come from students themselves, the school' principal, the teachers, as well as materials used to teach students in classroom. In the case of this study, there are still lack of studies which focus on methods and medium of discipline since those aspects the researcher believes also play important roles in improving students' discipline as proposed by (Foucault, 1995). Therefore, this study intends to observe management that used by formal institution to promote students' discipline in terms of methods and medium of discipline used at school management at MAN Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser.

B. The Importance of Students' Discipline Management in Strengthening Modern Human Resources

Focusing about discipline in relation to human resources, it counts in general context. Indeed, the act of being a discipline personality have positive correlation towards the quality of human resources in many contexts, e.g. at working places in relation to employee performances (Tumilaar, 2015; Razak, Sarpan, & Ramlan, 2018) and also students' discipline at schools (Apalia, 2017). Particularly, it is obvious that discipline can have high impact on every element in schools including students. As stated by The New Brunswick Teachers' Association (2010) that discipline management can influence students' behavior. In line with The New Brunswick Teachers' Association (2010), Apalia (2017) and Tumilaar (2015) noted that we should realize the importance of discipline in our lives since its existence can have high impact towards our every day's performance. Not only in terms of impact, Apalia, (2017) also pointed out that discipline matter is a parameter of someone successful life or not because it is the accumulation of our every day's activities and behaviors.

Particularly, to realizing the discipline aspect, it is a must to include the whole elements i.e. a school principal, teachers, and administrators who must have clear job description. Not only those three elements at schools, it is also a must for students to discern their task when they are at school. As explained by The New Brunswick Teachers' Association (2010) that the duty of

students that they need to do are being clean at school, avoiding fighting among peers, obeying school's regulation, preventing tardiness, and realizing that they are under teachers' control every day.

From the discipline's theory proposed by The New Brunswick Teachers' Association (2010), if we highlight one of the essential aspects in discipline such as the teachers role, many studies and report have proved that teachers have direct influence to students' discipline. In this context, teachers as one of important human resources at school is the agent of creating positive environment that can make students feel that they are already at the right place to study as well as bringing positive attitude not only at school but also at home. Through intense interaction between teachers and students, it is possible and potential to lead students whether to be discipline or not (Etyang & Okoth, 2018).

Other than that, possible action to drive students to be a discipline personality should start from potential strategies of disciplining the students at school. As proposed by Ofoyuru & Too-Okema (2011) where in their research, possible strategies that can be applied i.e. reward, punishment, communication, and advising. Likely Ofoyuru & Too-Okema (2011), one of historical experts in discipline matter who is Foucault (1995) also highlight why methods become very important before giving real treatment to the subject that we would like to make into a discipline character.

Based on above explanation, it can be concluded that preserving students' discipline management is very crucial from many views. Poor discipline management set by school means low academic performance of students (Ehiane, 2014). Hence, the discussion related to discipline especially in the context of education where students become the asset of modern human resource in the future.

C. Methods and Means of Discipline by Foucault (1995)

It is obvious that discipline is very important to have by students. Therefore, to reach the goal of students' discipline, school leaders should arrange discipline management by applying a set of discipline method they are art of distributions, control of activity, organization of geneses, and composition of forces (Foucault, 1995). Not only discipline method, discipline management in terms of discipline medium also need to pay attention on i.e. hierarchical observation, normalizing judgement, and examination (Foucault, 1995).

Specifically, in the art of distribution, Foucault (1995) argued that to make someone become discipline there should be an art of room separation. In addition, this room separation method should be categorized and supervised. Punishment also important in this method where someone who is given certain punishment is not only penalized physically but also psychologically and socially. Moreover, Foucault (1995) assumed that control of activity is better than severity. By applying control of activity, discipline program will be more effective.

Furthermore, the organization of geneses can be applied in discipline management. This method is usually obtained naturally when someone get used to do certain behavior. In order to have someone in particular habit, it needs sort of training activities which meet some criteria i.e. chronological activities partition and individual-based training. Regarding with the last discipline method, composition of forces, it is an effort of combining forces in order to build efficient discipline machine. In this case, our body can be placed and directed, therefore, a leader should have strategy on how he will gather everyone to do their jobs.

According to Foucault (1995), having proper discipline methods only is not enough. Its presence should also be supported by the medium or means in facilitating discipline itself. Every realization of discipline needs what so called by control activity by the top position of certain institution including a school. Therefore, sort of mechanism on how a leader can have a control towards subordinates should be set. In this discipline medium, leader needs to manage how to give more attention and do everything more relax rather than giving the subordinates more forces.

Not only having control activities, Foucault (1995) believed that normalizing judgement can support the application of discipline. In this case, normalizing judgement means the treatment of giving reward and punishment. Whether to give reward or punishment will place someone to which room they will be. In addition, related to the previous point, examination is needed to assess disciplinary matter where we are possible to classify and label certain personality is discipline or not.

Above explanation regarding with methods and medium of discipline can be adapted in education system regarding with students' discipline management. The idea of Foucault (1995) indicates how the mechanism of discipline is very urgent in purpose of character building such as in what way we can apply discipline to our students as well as how we treat our students in order to become a discipline personality.

D. Research Methodology

This research is a case study with qualitative approach where the researcher focus on the natural phenomenon happened in real life context (Cresswell, 2005; Biklen & Casella, 2007). The researcher used observation and interview as the data collecting instruments where in this case, principal, vice principal, classroom teachers, dormitory teachers, and students become the subject to be observed and interviewed regarding with methods and medium of discipline proposed by Foucault (1995). Next step of analyzing the date obtained, the theory from Miles, Huberman, & Saldana (2014) is used to analyze the data gained from observation and interview. Specifically, the step of analyzing the data confirm to three steps including data reduction where the researcher only focuses on classifying important data which are needed, data display, as well as data conclusion and verification.

E. Findings

1. Discipline Methods

Regarding with discipline methods exist at MAN Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser, it is proved that all *madrasah* afford to all discipline methods suggested by Foucault (1995) i.e. the art of distribution, the control of activity, the organization of geneses, and the composition of forces. Specific result is presented and explained in detail as follows:

a. The Art of Distribution

In this context, whether MAN Makassar, Man Batu, Malang, and MAN Insan Cendekia Paser rely on similar aspects i.e. students' achievement towards final examination, score from diagnostic test and matriculation, remark from interview, recognition and will of parents, evaluation from expert university team, and consideration from psychiatrist.

After obtaining evaluation from above assessment points, those *madrasahs* expert team which consist of principal vice principal, teachers, and parents' organization or what so called by

Komite Sekolah classify students' level and class. The classification intends to separate the students' competence whether in Science, Social, or Religion. The uniqueness of the students' distribution is the intention of this method is not only separating the students into appropriate level, but those *madrasahs* provide two weeks transition time where the Science students can move to Social classes. It is aimed to ensure whether the students' competencies in the classifying classes are suitable to their classes or not.

b. The Control of Activity

On this method, whether MAN Makassar, MAN Batu, Malang, or MAN Insan Cendekia Paser do control the students' activities by starting from curriculum structure where it is a must for the students to take all the courses provided by *madrasah*. To have a proper activity control, it needs long hierarchical process including to the next part which is *Standar Kompetensi Lulusan (SKL)*. On that document, the students have to be taught and trained to achieve standard that have been set on it. Consequently, the students who are not eligible by passing the evaluation have to take course remedial. Lastly, from the presence of the *SKL*, the teachers arrange course schedules that is used in school days.

c. The Organization of Geneses

The organization geneses apply at MAN Makassar, MAN Batu, Malang, or MAN Insan Cendekia Paser are done by operating the time effectivity and students' individual competencies. Specifically, the application of this method is divided by two strategies. The first strategy is separating exercises and practicums period. For example, for Excellent Academic Community courses i.e. Math, Physics, Biology, and Chemistry, the students have specific time allocated at laboratory. Unlike the previous courses, the subject of Islamic Cultural History or what usually called by *Sejarah Kebudayaan Islam (SKI)* can be done in classrooms or mosque. The second strategy is researched on which indicator that will be taken as practicum remarks. Previously, on Math subject, there was no practicum element, but teachers are suggested to lead students to make portfolio and project. In short, nowadays, teachers should assess expertise remarks.

d. The Composition of Forces

In the case of composition of forces, the method is applied at the three *madrasahs* by placing students at appropriate classes, activities arrangement, and sort of behavior trained. Those strategies become a set of mechanism which result strength which is developed by proper combination of discipline activities. In addition, students are coached by full schedules and activities, without the students realize, that kind of activities result students to become a productive modern human resource.

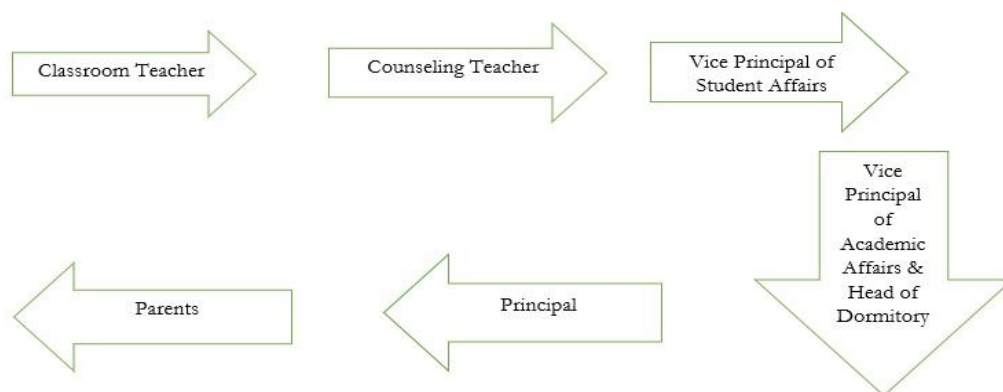
The composition of forces applied by MAN Makassar, MAN Batu, Malang, or MAN Insan Cendekia Paser result positive students' achievement whether in academic or religion sectors. In academic field, students of those three *madrasahs* often gain prestigious achievement such as winning Chemistry, Physics, and Math Olympics competition. Meanwhile, in terms of Islamic attainment, students of *madrasah* often to lead *Tarawih* prayer even though they are still very young. It is very possible because the students have discipline training of memorizing Al Qur'an. By knowing the ability of students of *madrasah*, public society feel fortunate of having young teenagers with Islamic capability.

2. Discipline Mediums

a. Hierarchical Observation

From the result of observation, the researcher found that MAN Makassar, MAN Batu, Malang, or MAN Insan Cendekia Paser have control towards students physically and academically. In terms of physical control, every class must have its classroom structure such as chairman, secretary and exchequer. Specifically, the chairman will be responsible for everything happened in classroom. In this case, control activity is started from the chairman by monitoring classroom activities. In short, chairman is trained to be in the basic level of supervisor. The next level of control comes from a classroom teacher. Just as classroom chairman, a classroom teacher should monitor everything happened in the classroom. In this case, the chairman can report any problem occurring in the classroom to the classroom teacher. After control activity from the classroom activity, the vice principal of student affairs should take the position of monitoring the students through their activities and one of the job descriptions is by giving punishment to students who break school rules. Moreover, the position of controlling students is done by the *madrasah* principal where he is in charge to the whole process at *madrasah*. In this case, the principal can do the controlling activity directly or getting reports from teachers or vice principal.

Furthermore, the mechanism of applying the control activities is started when teachers note minor offense by students, teachers can directly take an action towards the offense made by the students. Below is the hierarchical position of person in charge at school who are authorized to handle students' problems:



Not only human controlling system, MAN Insan Cendekia Paser also uses electronic media such as CCTV to control whatever happened at school. In addition, in the case of dormitory, students are monitored by other students who are in charge as *Jasus*. There are some criteria of being a *Jasus* at dormitory i.e. have high responsibility and honest. The status of *Jasus* itself is very secret where other students do not recognize who are in charge as *Jasus* at the dormitory.

b. Normalizing Judgement

The result from MAN Makassar, MAN Batu, Malang, or MAN Insan Cendekia Paser that normalizing mechanism is done in four ways. Firstly, from curriculum structure. In curriculum structure of *madrasah Aliyah* mention clearly regarding with conceptualization of curriculum content i.e. course subjects, course distribution per semester and per year, and time allocated for

course subject that students have to take per one week. Secondly is main competence where it is an implementation or operationalization of *Standar Kompetensi Lulusan (SKL)*. In this case, main competence in MAN describe balance quality between hard skill and soft skill. Thirdly is learning period where students learn in normal time just as common formal education. Lastly is learning schedule where in this normalizing mechanism, students have to take all courses set by school with additional Islamic courses such as Arabic Language.

c. The Examination

It is obvious that every learning needs what so called by examination. The students' performance needs to be assessed in order to evaluate students' competences such as how they think, understand, and actualize the materials given in classrooms. All items assessed is narrated on report book. Another point that makes examination important at the end of learning is every student's competence is written, classified, and compared to other students in order to have specific training to the students whose remarks need to be improved.

Not only assessed in terms of academically, students are also evaluated and will be given dormitory report book. It is actually contained the students' discipline in terms of *Tahajud* prayer, daily prayer, and Al Qur'an recitation.

F. Discussion

From detail findings that have been described by the researcher, the result from MAN Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser indicates whether in terms of methods and medium of making students more discipline can be concluded as well-arranged. It is showed from the very hierarchical mechanism which is applicable at schools such as how the school management handle problems such as students' indiscipline matters. In addition, this part of findings imply that every student should be treated based on normalize rules by having more on communication to solve problems rather than given a punishment. Just as a study from Ofoyuru & Too-Okema (2011) where both students and teachers refer more on having communication rather than punishment. It is also confirmed by a study conducted by Nanyiri (2014) where time management is not significantly contribute to students' discipline but the application of reward and also punishment.

Still related to how school management handle indiscipline students matters, above findings shows that the hierarchical observation placed communication with counselling teacher after classroom teachers, and if we rely on the culture which is usually happened at school is that students will feel afraid when counselling teacher ask them to come and talk about their problems. It is supported by a study done by Ofoyuru & Too-Okema (2011) where students pick counselling as the last preference of problems of indiscipline handling from school.

It is a challenging matter and of course need more effort in actualizing students' discipline especially in the era of industrial revolution. Students need to be more responsible to what will happened to their lives if they are lazy and indiscipline. As stated by Amoah (2015) that teachers are suggested to get the students involved in rules set at school in general and in the classroom in specific view. Particularly, Amoah (2015) adds that what the students have to be responsible with is towards their own behavior and apply reward and punishment towards what they have done at school. Hence, the students will act wiser and avoid themselves from negative influence at their environment.

Additionally, findings of this study also reveal positive human controlling from school elements at MAN Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser i.e. from the principal, vice principal both in academic or students' affairs, and also teachers. As what Ehiane (2014) found that control mechanism towards students' behavior is the core element that can bring school identity as well as improve students' capability in academic field. In addition, Nelson (2002) also confirm to the role of principal and teachers in controlling students' discipline as well as take part in managing students' behavior. Not only from school management members, parents and students themselves have to be the agent of promoting discipline attitude. It is prominent since worldwide now should be ready about the neglected of discipline which can cause many negative effects towards academic life of students as well as their social life i.e. offensiveness, moral degradation, drugs and alcohol, and improper environment (Mutua & Thinguri, 2014). Future implication of this research is supposed to not only pay attention to students' discipline in relation to how they can perceive certain academic achievement, but the students who live in modern era and as modern human resources someday can also become personality who have noble characters.

G. Conclusion

From broad explanation towards this research's findings, it can be concluded that students' discipline management of MAN Makassar, MAN Batu, Malang, and MAN Insan Cendekia Paser apply all methods of discipline i.e. the art of distribution, the control of activity, the organization of geneses, and the composition of forces. Additionally, the means of correct training or in simple words is discipline medium are all exist at those three *madrasahs* i.e. hierarchical observation, normalizing achievement, and the examination.

Moreover, above findings and discussion confirm how important students' discipline management is. Particularly, the role of many aspects at schools including class chairman, classroom teachers, principal, vice principal of academic and student affairs, counselling teachers, as well as parents should play their roles to grow discipline character inside the students. In addition, control to students' behavior become very crucial because they can simply label as a good student or not by an indicator of what so called by discipline. By doing discipline activities and following discipline management set by school, as several studies believed and proved that good discipline mean high academic achievement. Other than that, good attitude of students is suggested to be noted with the consideration of low moral values of teenagers nowadays. In conclusion, we can have balance attainment between academic, religion, and social aspects.

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